



Relationships & Health Education Progression Map

Respect

Compassion

Perseverance

Creation

Service

Skills	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Understanding of emotional, physical, and mental wellbeing	<p>To understand what constitutes a healthy lifestyle</p> <p>To learn about good and not so good feelings</p> <p>To learn the importance of, and how to maintain, personal hygiene</p> <p>To understand how some diseases are spread and can be controlled</p> <p>To recognise and celebrate their strengths and set simple but challenging goals</p> <p>To learn about change and loss and their associated feelings</p> <p>To learn about people who look after them and who to go to if they are worried</p>	<p>To understand about the process of growing from young to old and how people's needs change</p> <p>To understand growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>To know the names of the main parts of the body and the similarities and differences between boys and girls</p> <p>To understand the rules for and ways of keeping physically and emotionally safe including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets, road safety, cycle safety and safety in the environment including rail, water and fire safety</p>	<p>To understand what positively and negatively affects their physical, mental, and emotional health including the media</p> <p>To know how to make informed choices including recognising that choices can have positive, neutral, and negative consequences and to begin to understand the concept of a 'balanced lifestyle'</p> <p>To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p>	<p>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p>To differentiate between the term's 'risk', 'danger' and 'hazard'</p> <p>To deepen their understanding of risk by recognising, predicting, and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>That bacteria and viruses can affect health and that following simple routines can reduce their spread</p>	<p>To understand that pressure to behave in an unacceptable, unhealthy, or risky way can come from a variety of sources, including people they know and the media</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p> <p>To know school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>To understand what is meant by the term 'habit' and why habits are hard to change</p>	<p>To understand about change, including transitions between Key Stages and schools, loss, separation, divorce, and bereavement</p> <p>To know how their body will, and emotions may, change as they approach and move through puberty</p> <p>To understand about human reproduction</p> <p>To understand about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact, understanding that inappropriate and unwanted contact constitute abuse, are a crime and how to get support if they have fears for themselves or their peers</p>

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		<p>To recognise the people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'</p> <p>To understand that household products, including medicines, can be harmful if not used properly</p>	<p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p>	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p>	<p>To know which, why and how commonly available substances and drugs including alcohol and tobacco could damage their immediate and future health and safety that some are legal, some are restricted and some are illegal to own, use and supply to others</p>	<p>To know strategies for keeping physically and emotionally safe including road safety, cycle safety, safety in the environment - including rail, water, fire safety and safety online - including social media, the responsible use of ICT and mobile phones</p> <p>To understand the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>To know there are people responsible for helping them stay healthy and safe and ways that they can help these people</p>
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<p>Understanding of social and cultural relationships</p>	<p>To know how to communicate feelings to others and recognise how others show feelings</p> <p>To recognise what is fair and unfair, kind, and unkind, right, and wrong</p> <p>To learn people's bodies and feelings can be hurt</p> <p>To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</p> <p>To listen to other people and play and work co-operatively</p> <p>To understand that there are different types of teasing and bullying, that these are wrong and unacceptable</p>	<p>To identify and respect the differences and similarities between people</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for each other</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable, and uncomfortable and how to respond - including who to tell and how to tell them</p> <p>To understand that peoples' bodies and feelings can be hurt - including what makes them feel comfortable and uncomfortable</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>To know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>To recognise and respond appropriately to a wider range of feelings in others</p> <p>To recognise what constitutes a positive, healthy relationships and develop the skills to form and maintain positive and healthy relationships</p> <p>To recognise ways in which a relationship can be unhealthy and who to talk to if they need support</p> <p>To be aware of different types of relationship, including those between acquaintances, friends, relatives, and families</p>	<p>To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>To be aware that marriage is a commitment freely entered into by both people, that no one should enter a marriage if they do not absolutely want to do so</p> <p>To know that their actions affect themselves and others</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond</p>	<p>To understand the concept of 'keeping something confidential or secret' when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</p> <p>To work collaboratively towards shared goals</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>	<p>To understand that differences and similarities between people arise from several factors, including family, cultural, ethnic, racial, and religious diversity, age, sex, gender identity, sexual orientation, and disability (see Equality Act 2010)</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-based language, how to respond and ask for help</p> <p>To recognise and manage 'dares'</p> <p>To recognise and challenge stereotypes</p>
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<p>Understanding of responsible citizenship</p>	<p>To learn how to contribute to the life of the classroom</p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them</p> <p>To understand that people and other living things have needs and that they have responsibilities to meet them</p> <p>To know that money comes from different sources and can be used for different purposes</p>	<p>To know that they belong to various groups and communities such as family and school</p> <p>To understand what improves and harms their local, natural, and built environments and about some of the ways people look after them</p> <p>To know that money comes from different sources and can be used for different purposes, including the concept of spending, and saving</p> <p>To understand about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</p>	<p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people</p> <p>To understand why and how rules that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>To understand that everyone has human rights, all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p>	<p>To know that there are some cultural practices which are against British law and universal human rights</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</p> <p>To know that there are different kinds of responsibilities, rights, and duties at home, at school, in the community and towards the environment</p> <p>To resolve differences by looking at alternatives, seeing and respecting other points of view, making decisions, and explaining choices</p>	<p>To understand what being part of a community means and about the varied institutions that support communities locally and nationally</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and well being</p> <p>To appreciate the range of national, regional, religious, and ethnic identities in the United Kingdom</p> <p>To think about the lives of people living in other places and people with different values and customs</p>	<p>To understand about the role money plays in their own and others' lives including how to manage their money and about being a critical consumer</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and tax - their contribution to society through the payment of VAT</p> <p>To know that resources can be allocated in different ways and that these economic choices affect individuals, communities, and the sustainability of the environment</p> <p>To understand about enterprise and the skills that make someone enterprising</p> <p>To explore and critique how the media present information</p>
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<p style="text-align: center;">Key Vocabulary</p>	<p>pride, proud, hygiene, germs, healthy, empathy, teasing, happy, sad, grumpy, scared, tired, angry, lonely, upset, respect, right, wrong, fair, unfair, kind, unkind, comfortable, uncomfortable, co-operation, teamwork, share, self-worth, safety, strengths, medicines, tolerance, relationships, special</p>	<p>pride, attitude, physical health, emotional health, disease, environment, empathy, understanding, bullying, cheerful, gloomy, nervous, annoyed, worried, shy, constructive, differences, similarities, ethnic backgrounds, mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, co-operation, compassion, self-worth, achievement, medicines, substances, emergency, tolerance, young, old, unique, touch</p>	<p>pride, expectations, physical health, mental health, empathy, empathise, bullying, coping strategies, change, loss, separation, divorce, bereavement, miserable, grieving, content, thrilled, furious, irritated, sorry, regretful, jealous, anxious, isolated, embarrassed, confident, curious, valued, lifestyle, consequences, welcoming, excluded, collaborative, co-operation, self-worth, peer pressure, risks, resilience, tolerance, stereotypes, adoption, fostering</p>	<p>pride, exercise, empathy, appropriate, aggressive, anti-social, discrimination, travellers, migrants, asylum seekers, depressed, ecstatic, enraged, sorrowful, envious, petrified, hesitant, self-assured, thoughtful, aspiration, goal, authority, co-operation, compromise, self-worth, body confidence, media, stress, risk, danger, hazard, personal safety, peer pressure, boundaries, stereotypes, racism</p>	<p>mental health, positive self-image, empathy, dispirited, delighted, irate, resentful, unnerved, timid, inquisitive, alternatives, intensity, migrate, economic migrant, asylum seeker, refugee, poverty, criminal justice system, co-operation, self-worth, alcohol, tobacco, medicine, legal, illegal, tolerance, British Values, diversity, sexual orientation, puberty, reproduction, homophobia, transphobia, biphobia</p>	<p>proud, influence, nutrition, empathetic, compassionate, discrimination, trolling, diversity, human rights, melancholy, jubilant, outraged, possessive, unnerved, assertive, aggressive, community, co-operation, confidence, self-esteem, independence, responsibility, emotional health and wellbeing, habit, British Values, tolerance, homophobia, transphobia, biphobia, racism, multi-cultural, conception, pregnancy, birth, grooming, consent</p>
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Trips, Visits and Visitors	Harmony Project Multi Faith Week Health Box Cookery Church & Community Theme Dress Up Days Charity Collections PCSO Officer Visits	Harmony Project Multi Faith Week Residential Visit - 1 night - Beeston Health Box Cookery Church & Community Charity Collections PCSO Officer Visits	Harmony Project Multi Faith Week Residential Visit - 1 night - Burwardsley Health Box Cookery Church & Community Charity Collections PCSO Officer Visits	Harmony Project Multi Faith Week Residential Visit - 2 night - Tattenhall Health Box Cookery Church & Community Charity Collections PCSO Officer Visits	Harmony Project Multi Faith Week Residential Visit - 3 night - Menai Health Box Cookery Health Box SRE Church & Community Charity Collections PCSO Officer Visits	Harmony Project Multi Faith Week Safety Central Residential Visit - 4 night - PGL Health Box SRE Church & Community Charity Collections PCSO Officer Visits
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